THE EFFECTS OF STUDY AIMS, APPROACHES AND TIME MANAGEMENT ON ACADEMIC PERFORMANCE OF STUDENTS IN COLLEGE OF EDUCATION, JALINGO.

BY

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DECLARATION

I hereby declare that this thesis is a record of my own research effort. It has not been presented partially or wholly in any previous application for a higher degree to the best of my knowledge. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

Daniel Bande Idofi — Date 11/9/98

CERTIFICATION

This thesis titled "The effects of studying aims, approaches and time management on academic performance of students in College of Education, Jalingo" by Daniel B. Idofi has been read and approved as having met the requirements for the award of the degree of master of Education (M. ED) in Guidance and counselling of the faculty of Education,Ahmadu Bello University Zaria.

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DEDICATION

This work is dedicated to my late elder brother Mr Yakubu Idofi who laid the foundation of my educational career. may his soul rest in peace. Amen.

And to my beloved wife Mrs Patience Daniel Idofi and our two children Mr Ngode Daniel Idofi and Miss Amatakhi Daniel Idofi. The Lord bless you abundantly.

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ABSTRACT

The study was conducted to examine the effects of study aims, study approaches and time management on academic performance of students in College of Education, Jaiingo. The population of the study comprised all students of the College from Pre-NCE to NCH III. Thus the total population was 1547, made up of 1152 males and 395 females. A sample size of 464, that is 20 percent of the population was used for the study. A descriptive survey design was used in the study. The instrument used in collecting data for the study was the Self-Assessment study Inventory with a reliability coefficient of 0.56. Seven null hypotheses were formulated and tested at 0.05 level of significance. Statistical tools used in testing the hypotheses were one-way Analysis of variance (ANOVA), Spearman Ranked order correlation coefficient and the t-test. Hypotheses 1, 3 and 7 were rejected while hypotheses 2,4,5 and 6 were retained.

The findings of the study showed that:-

There was a significant but inverse relationship between the study aims of the students and their academic performance. There was no significant difference in the study approaches of Pre-NCE, NCE I, II, III, students.

There was a significant but inverse relationship between the time management of students and their academic performances.

No significant difference exists in the study approaches of male and female students.

Some of the recommendations include: A functional counselling centre should be set up in the College where students in need of assistance in the aspect of goal setting

in their studies to be given such assistance inorder to enhance their academic performances.. Counselling services should include teaching sessions on study skills which should involve students at all levels Pre-NCE to NCE III..

The College authority should initiate a programme whereby students who excel in their subject areas are rewarded as this will further encourage active studying and competition amongst students.

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DEFINITION OF TERMS

The following terms in the study are hereby operationally ddefined.

Aims: It is used here to imply reasons for studying.

Approach: Used here to indicate the method adopted by students in their study which could be active or passive.

Time Management : Implies the way students make use of their study time as they sit down to study.

Academic Performance : Refers to the achievement of students in the courses offered in school that is the grades earned as revealed by examination records in the school.

Four levels: Used here to refer to Pre - NCE, NCE I, II and III.

ABBREVIATIONS.

NCE.	Nigeria Certificate of Education
Pre-NCE.	Preparatory Courses to the NCE Programme
C.O.E.	College Of Education.
NCCE.	National Commission for Colleges of Education.
SSCE.	Senior Secondary School Certificate Examination.
JAMB.	Joint Admission And Matriculation Board.
SASI.	Self-Assessment Study Inventory
PCE.	Polytechnics and Colleges of Education Entrance Examination.

CHAPTER 1

INTRODUCTION

1.1 Background

From birth to death, a person passes through several experiences in life, some of the experiences are sweet while others are bitter. Every experience a person passes through can be regarded as a process of education. Castle (1978:3) simply defines education as "What happens to us from the day we are born to the day we die".

This definition implies that we are being educated all the time even when we refuse to be taught, even if we do not go to school, even if we think we have finished our training. We educate ourselves, other people educate us. We learn from the circumstances in which we live, from the things that surround us daily, from the smallest incident that happens to us and even words spoken to us. Education is thus concerned with individuals, their social, physical and spiritual environment.

The concept of education is more than just the ability to read and write, or the ability to read, write and perform some skills and become morally acceptable to one's society. It is a total life long experiences acquired in the course of one's life time. Adesina et al (1985:39) observe that:

> For the individual, education means the provision of opportunity for him to realise his potential goals and abilities in life. The realisation of such abilities and goals will, in turn make the individual a useful and happy citizen in the society.....It also includes the acquisition of functional skills, moral identity, ambition to succeed in life and to improve the society. At the national level, education can be defined as a tool for building a united independent and wealthy egalitarian society which is capable of maintaining its traditionsand values.

In summary, the definition of education can be stated as the tool for the integration of the individual effectively into a society so that he can achieve self-realisation, develop national consciansness, promote unity and strive for social, economic, political, scientific, cultural and technological progress.

The establishment of college of education Jalingo in 1977 was necessitated by the need for middle level manpower in the then Gongola State (now Taraba State) and in Nigeria at large. This need was most felt in the education sector, and since the establishment of the College, many sets of teachers have been trained. Coupled with the decision of the national Commission for Colleges of education specifying the N.C.E. as the minimum requirement for primary school teaching, the college becomes highly instrumental in the training of such N.C.E teachers.

The National Commission for Colleges of Education (N.C.C.E) in its determination to improve the standard of primary education in the country decided to phase out the grade II certificate as a requirement for teaching in primary schools. As a result of this decision, the teacher training colleges were also phased out of the education system and replaced with secondary schools. This development implies that the various states and Federal colleges of education now draw their candidates for admission largely from the secondary schools in the country.

It is against this background that this study has been undertaken to ascertain the study aims, study approaches and time management of the students and whether these variables affect their academic performances.

1.2 Statement of the problem

Over the years students' attitude to studies seemed to have been passive mainly geared towards passing examinations and at whatever grade. This attitude was also reflected in the increasing incidence of examination malpractice among students in the college. Students no longer study inorder to know their subjects so as to be able to pass

3. How do they normally use their study time?

4. Do their study aims, approaches and time management affect their academic performances?

1.3 Delimitation of the study:

This study has as its focus the effect of study aims, study approaches and time management on academic performance of students in College of Education Jalingo. It is basically concerned with the students' objectives of studying.

How they go about their studies and the way they utilise their study time as well as how these variables affect their academic performances. This implies that the study is more or less a case study dealing with students of College of Education Jalingo alone.

The study is also delimited to students undergoing the Nigerian certificate of Education (NCE) as well as those undergoing preparatory courses to the Nigerian Certificate of Education, that is pre-NCE Programme in various subject areas. This programme was included in the study inorder to give a good representation of the entire students of the college. More so, the pre-NCE. Programeme has been approved by the National Commission for colleges of Education (N.C.C.E) to be ran by all Colleges of Education in the country.

1.4 Objectives of the study:

The objectives of the study are:

1. To find out whether there is any relationship between the study aims of the students and their academic performance.

2. To find out whether the various levels of the students (Pre-NCE to NCE III)

differ in their approaches to study.

3. To use its findings as a tool for counselling students on study skills procedures.

4. To ascertain if male and female students approach their studies differently.

1.5 Assumptions of the study.

The study is based on the following assumptions:

1. Students in College of Education Jalingo adopt similar approaches to study.

2. Students' aims of studying often affect their academic performances.

3. The way students use their study time is often reflected on their academic output.

1.6 Research questions.

The following questions have been formulated for answering in the study:

1. Is there any relationship between the study aims of the students and their academic performances?

2. Do the Pre-NCE, NCEI, II and III students differ in their approaches to study?

3. Is there any relationship between time management of the students and their academic performance?

4. Is there any significant difference between male and female students' approach to study?

5. Is there any significant difference between Arts and Science based students' study approaches?

6. Is there any difference in the time management of pre- NCE, NCE I, II and III students?

therefore develop more positive attitudes to their academic work.

The findings and recommendations from the study would draw the attention of the college administration to the need for provision of an enabling environment which could enhance effective studies. The study would also be of significance to parents as it highlights the need for them to motivate their children towards achieving their academic goals in school. Furthermore, the recommendations of the study would provide the basis for further research in the area of study skills and approaches to study.

1.9 Summary.

In this chapter the background and introduction to the study was discussed including the establishment of College of Education Jalingo, the role of the National Commission for Colleges of Education which is the body responsible for regulating the activities of such colleges in the country. The problem statement observed the passive attitude to study by the students which might have contributed to the increasing cases of examination malpractice in the college in recent years. The chapter further examined the delimitation of the study, the objectives and significance of the study. The hypotheses formulated for the study were also considered while the last part of the chapter briefly summarised the major points discussed in the chapter.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this chapter is to attempt an examinination of the available and related literatures that have broached on the subject of this study. This will be done by means of focussing on subordinated but related themes such as the changing aims of education, study aims, study approaches and skills, time management, the environment under which students study and how these study behavaoir could affect the performances of the students. The chapter ends with a brief summary.

2.2 Meaning and Aims of Education

The meaning and aims of education are issues that have concerned thinkers and philosophers for many generations. Man has asked questions in this regard and striven to find answers long before schools were first thought of. These issues are as old as the schools themselves. In the beginning of course, there were no schools. Elliot (1981.9) states that:

> In simple societies, boys and girls learned from their parents and elders the entire business of living.The boy learned from his father and the older men of the tribe how to hunt for his food, the way to fight his enemies, and of the part he should play in the religion and government of the ethnic group. As yet the need for schools had not arisen.
> The skills necessary in living were taught by the best teacher of all-life itself. At this time learning had one great advantage over so much learning today - it had not separated from doing. Too much of the teaching that goes on in schools today appears to the child as some thing remote from the practical affairs of life.

However, this type of education could only continue so long as man's needs were limited and his way of life was simple. As time went on, man began to see the advantages of specialization and of working at a job for the good of the community as a whole. One man would be a farmer, another would be a trader and yet another a

tailor. Man was no longer a jack of all trades, and with the introduction of division of labour, this early direct form of education became inadequate.

The author further observes that as society Developed and became more complex, a better way had to be found of passing on from one generation to another the skills and wisdom of that society otherwise the society could not survive and preserve all that it considered good. Education therefore has been regarded by man in all generations as a means of preserving and improving the way of life in which he believes. Its aims and objectives often reflect the cultural heritage of which it is a part. Education as a whole aims to train individuals not only in intelligence but also in character and values, skills and service. It is a means of enriching the life of the individual, helping him to live a fuller and richer life. Education in our generation, therefore, has as its aims the development of the whole person - body, mind and spirit.

2.3 **Definition and Aims of Studying.**

The word study, has been defined by the New Shorter Oxford English Dictionary (1993) as the act or process of applying the mind in order to acquire knowledge, as by reading, investigating et cetera et cetera@. According to this definition, the word study itself is an active process in which the mind has to be applied unlike reading which may not take such effort to achieve its aim.

Butterweek (1972:1) defines study in the following way:-

> Study is the use of books for the serious purpose of gaining knowledge; it looks to a mastery of a subject by means of what has been written about it.It is the vigorous application of the mind to a subject for the satisfaction of a felt need.
> It refers to all the efforts to be made in order to find and apply the needed new response which shall relieve the difficulty situation.

It is the efforts involved in the study which can be approached differently and such differential approach by each student in the process of study can then produce differences in academic performances.

In the same vein, Akimboye (1980:1) defines study as a determined, purposeful behaviour pattern geared towards previewing, questioning, reading, reciting and reviewing in an attempt to master an assignment. This definition indicates that the effort of studying involves the totality of the behaviour patterns of the individual. The author further observes that studying includes doing something about the academic assignment, settling to the study assignment, concentrating, learning, absorbing the facts, coding and recognising the facts in the thought system so that one can recall the relevant facts as answers to certain questions in examinations. The above observation mainly describes the active form of study as against the passive form both of which were identified by Kolo (1996). This means that the passive study approach does not necessarily include all the processes enumerated above as its main aim is to pass examinations.

Ideally, students have different aims for studying in school and these aims are often the driving force behind their efforts. Commenting on this Ozigi (1981) notes that every year thousands of candidates in Nigeria as in many other countries, seek admission into all categories of educational institutions to further their education and improve their career prospects as a process which will ultimately result in improving their lot in life and in fulfilling the aspirations and expectations of their parents.

To achieve this, according to him, a student's aim is usually to master thoroughly some of the essential details, facts, arguments and ideas in what is being studied so as

to understand the material or topic as a whole and be able to analyse, synthesize and deal with the subject in a way that will demonstrate that he or she has grasped and mastered the content of the subject. This study aims as observed by Ozigi, is in line with the earlier definition of the word study by Akinboye (1981) that sees it as a determined, purposeful behaviour pattern geared towards previewing, questioning, reading, reciting and reviewing in an attempt to master an assignment.

Stressing the importance of examinations as one of the purposes of studying, Ozigi (1981) also comments that students study either to pass the terminal sessional or final examination or to qualify at the end of the course or to have a good certificate. He further states that in our society where a lot of importance is attached to paper qualification, students have to be examination conscious and work hard to pass in various examinations. He however laments that this trend is not very good for education since passing examination is not the primary objective of education, nor is a good certificate an evidence of a good education.

Writing further on this issue, Obi (1989) states that paper qualification is one of the hottest pursuits of most Nigerians today. This, according to him, is exemplified by the ever increasing number of candidates who scramble for limited chances in the country's secondary schools, colleges of education, Polytechnics and Universities every year. The reason for this, he observed, is because the Nigerian society places more emphasis on the certificate one holds than whatever practical skills the individual might have acquired in the course of his training.

Although the emphasis placed on examinations and paper qualifications may not be justified from an educational point of view, examinations are important because they affect us in various ways. First, examinations can affect our self-esteem and prospects in a course. For example, failure in an examination makes the student unhappy. More importantly, such students may not be selected for a particular course which is necessary for their future progress. In addition, failure in an examination may be frustrating not only to the individuals affected but also to parents, guardians and governments all of whom have invested alot of money on the students and therefore expect good performances from them in return.

In a similar study on students' study aims, Montgomery (1982) submits that although a student must acquire knowledge through studying, it is even more important that he should develop his intellectual faculties, adding that it is the student himself who can develop his own mind while lecturers encourage and support him. This implies that students often have as part of their study aims the desire for self-development which can only be achieved by the students themselves through the support of their teachers. This is a noble objective which is capable of bringing to fulfillment other study objectives such as mastering the subject content, recalling details afterwards and passing examinations.

Azonabor (1997), citing Ozigi (1992), O'neil (1995), and Brown (1972), identified the following as study aims:

(i) To remember facts and procedures

(ii) To recall details to support arguments

(iii) To discuss technical issues intelligently

(iv) To demonstrate an understanding of the subject

(v) To pass examinations or tests.

According to her, these aims of study should therefore be understood to mean the objective an individual has in mind for going to sit down for a given time to concentrate in reading and thinking on a particular subject.

2.4 Factors Influencing Study Behaviors

Several factors account for the study behaviors of students. Some of such factors that significantly influence study behaviors include the following:

2.4.1 Motivation and Interest

The etymology of the term motivation goes back to the Latin verb 'Movere' meaning to more. When a person is motivated to reach a goal, his activity consists of movement towards that goal. The term is often used in reference to some directed activity, for instance, a person is motivated to work, study or read. The use of the term is normally considered in two main perspectives.

Beard and Isabel (1980) noted that whereas the cognitive school of thought tends to speak of motivation in terms of drives, goals and needs of the learner which prompt him to action, the behaviorist school talks in terms of an increase in the level of response of an organism following reinforcement in a situation such as some incentive or intrinsic satisfaction. Both approaches are relevant to this study.

(a) Motivation according to the cognitive school

Psychologists have given considerable attention to an aspect of motivation which is termed 'Need for achievement'. For instance, in a study of eight - year - old boys,

McClelland (1958) reports that mothers of boys already showing high need for achievement expected their sons from that early age to know their way around the city, and to be active, energetic, to try hard things for themselves, to make their own friends and to do well in competitions. Mothers having sons who are low in need for achievement reported more restrictions, their sons were not allowed to play with children their parents had not first approved or to make decisions for themselves.

There is however, the need for moderation in both instances, too much exposure of children at that early age may tend to be detrimental to their well-being while at the same time children need some degree of freedom to develop their potentials. A balance must therefore be struck between the two views.

In another study of boys who scored high or low in tests of need for achievement, Rosen and D'Andrade (1959) found that the parents of boys who were highly motivated to achieve set higher standards for their sons than did other parents and generally anticipated better performance. This implies that the parents whose children were highly motivated believed that good motivation brings better academic output and therefore expected nothing less from their children.

Discussing the role of motivation in students' study behaviour, Lewin (1952) speaks of motivation in terms of students' expectations and goals. According to him, it is the various groups to which an individual belongs that determine his beliefs and ideologies and consequently his motivation. Under this circumstance, parents and teachers play a key role in motivating students. Where parents or teachers often act as if they think the students are lazy or dull, they (the students) may come to accept this

negative evaluation of their motives and abilities.

However, Bruner (1966), observes to the contrary that learning is an intrinsic motive which finds both its source and its reward in its own exercise. Thus lack of motivation is likely to become a problem only when learning is imposed on the learner, for then it may fail to arouse his natural curiosity, seeming irrelevant or in appropriate to his needs. Nevertheless, motivation still plays a key role in academic achievements.

Two studies of students goals made by Keaney (1969) in Australia shows that students who had well-defined, or fairly well-defined goals for the future did about equally well in their courses, but those who could not say what their goals were did significantly worse. This implies that goal definition also serves as motivation towards better performance at academic tasks.

Similarly, Wankowski (1973) in a study of comparison between students who were very clearly and very poorly motivated concerning the future, that failure rate for the former was 1 in 41 while for the later it rose to 1 in 6. He maintains further that among the extremely poorly motivated male students, failure rate reached 1 in 2, and a similar rate of failure, that is 1 in 2, occurred among students of both sexes whose reasons for entering the university were classified as indeterminate. This means that motivation of students enhances their academic performances. This can be done early in life, and parents and teachers are often good motivators of their children and students.

On the other hand, Pentony (1968) in his study of a group of students in difficulties, noted a general lack of sense of purpose and direction, and that all the students seemed to lack a happy relationship at home. According to him, all these

students' energies were absorbed in rebelling against their parents, struggling to free themselves from indulgent and possessive parents, a situation which eventually affected their academic work and the resultant poor performances. The findings of this study indicates that the atmosphere at home can adversely affect an individual's performance in school.

Contributing in the same direction, Campbell (1972) opined that student's behaviour is largely determined by the situation in which he finds himself.

He notes further that prior family training and personal experiences are contributing factors to a students study behaviour. For instance, in a home where everyone is studying, it is easier for any student to study. Conversely, if everyone is playing or watching a television, it then requires a greater personal commitment to the books to continue studying. This observation explains why children from literate family backgrounds, in most cases, tend to do better than those from illiterate family backgrounds in terms of commitment to study.

In his contribution on factors that influence study behaviors, Blyth (1991) observes that the two root causes of poor school performance among students are poverty and the breakdown of positive family support. According to him, as long as there is no definite efforts of children from low-income families, the problem will persist.

(b) **Motivation according to Behaviorist school.**

In contrast to the views of cognitive Psychologists, those of the behaviorist school speak more of providing motivation through incentives and rewards with a view to establishing behaviour which may in turn become their own reward.

In this regard, Spence (1959) comments that a primary function of teachers is inculcating interest and goals in students through the use of 'rewards' of various kinds. Subsequently incentives may e provided by verbal cues which act as secondary reinforces. This will possibly assist students in inculcating good study behaviors and also in fostering interests which can be further developed in the right kind of environment.

Interest plays a major role in students' study behaviour. No meaningful success can be achieved in a situation where a person finds himself doing what he is not truly interested in. Here the factor of culture also plays a part as observed by Unoh (1968) Benge (1970) and Ogunsola (1996). These writers attribute the generally low interest in reading by African children to African culture. Benge in particular notes that Africa is still largely illiterate and therefore valuable traditions of an oral cultural are still with us which limits our interest in reading and studying (Benge 1970:15).

Similarly. Alemna (1982) attributes the poor reading habits to the difficulty of an individual socialised into the oral medium of communication to transfer to the reading medium. He therefore suggest that, children's librarians, teachers, parents and all those concerned with the emotional, educational and cultural development of children should help them to cultivate a healthy reading habit which will enhance their success in school.

Another issue relating to students' interest in studying is the teaching style. A number of studies carried out by Rosenshine (1971:30) on classroom interactions and motivation suggests that some five characteristics of teachers may be favorable in promoting motivation and achievement amongst students, such characteristics are:-

(i) Good structure in teaching which enables the students to follow easily.

(ii) A diversity of cognitive styles allowing the teacher to express or illustrate ideas in ways which appeal to different students, and to provide a richness and variety of classroom experiences.

(iii) Use of students' contributions, possible because this tends to increase their involvement.

(iv) Enthusiasm, and

(v) Warmth shown in friendliness and appreciation of the students' efforts.

These styles when applied consciously or unconsciously in teaching will help to motivate and sustain students' interests in studying.

However, if students are to be adequately motivated, their teachers too must be well cared for so that they can put in their best. Stressing this point, Akanbi (1995) contends that the Nigerian teacher, a part from his main and subsidiary subjects in the class, is also a "classmaster, house-master, guidance counsellor, games master, organiser of school festivals and very recently the computing centre for cumulative assessment records". He further observes that all these responsibilities are carried out by the teacher with little or no motivation from his employer - a situation which does not encourage adequate productivity from the teacher.

Similarly, Owoseni (1995) is of the opinion that the problem of poor academic performance of students should not be entirely blamed on teachers but rather the out right negligence of the teaching profession by those concerned with the management of education. This means that if teachers are adequately motivated, they will in turn motivate their students to achieve their academic goals.

Beard and Isabel (1980) consider motivation in institutions of higher learning as largely a matter of suitability of courses to their varied needs, initial experiences which enable them to adjust to independent study methods appropriate to higher education, and to stimulating teaching and informative assessment of their performances. They further suggested that if students prove unmotivated, the first step is to find out more about their different needs, capabilities and interests. The second step is to consider the course itself which can be done through closer interaction with the students, and finally, the teacher should consider adjusting his teaching methods and the ways in which teachers interact with their students. These steps will help students get the maximum benefits from their teachers.

2.4.2 **The Environment:**

Environmental factors such as the physical or geographical as well as the cultural or social settings do also influence study behaviors. Hassana (1991) and Abdullahi (1996) have virtually agreed that physical factors like climatic variations and eco-systems are among the note-worthy factors affecting study behaviors.

Abdullahi (1996:68) states that: The difference between Urban and Rural areas, the hot debilitating effects of tropical climates on students, the level of academic activities in school such as clubs and other societies, the quality of literary and other co-curricular activities exert considerable effects on the efficiency, enjoyment and comfort in study habits.

Oladunjoye (1991) citing Tussing (1962) observes that some students study between classes, some in bus or in car going to school, and some at home in the living

room where their parents watch television. He concludes that the ideal environment for study is one which is warm, restful, sunny in the day and well lighted at night.

The Sogbetun Commission of Inquiry set up to look into the courses of the 1977 wide spread examination leakages in the West African school Certificate examinations found that most schools lacked physical facilities, equipment and materials. The commission observes that the schools were not in the best position to prepare students well for the examinations.

The absence of a well-stocked library in an institution of higher learning is a great set back to the academic pursuits of students. Affirming this position, Aina (1985) states that libraries are extremely important to any educational programme that intends to achieve its objectives, for lack of them can vitiate the best education plans.

2.4.3 Learner's Attitude

Lack of proper scholarly attitude on the part ofstudents have been identified as one of the factors that influence study behaviors. Olofin (1985) contends that students are becoming increasingly undisciplined and tend to have lazy attitude to work. They thrive in laxity while refusing to do assignments given to them by their teachers which often serve to prepare them for the tasks ahead.

Hills (1980) identifies three conditions that militate against success in studies such as anxiety and indecision, day-dreaming, and mental fatigue. According to him feeling tense and anxious can prevent one from settling down to work. Day-dreaming which is a state of wandering thoughts is one of the enemies of studies as it prevents concentration. Furthermore, if one is mentally and physically tired or hungry, it

becomes difficult for that person to concentrate. Rest and proper feeding is therefore, required for good concentration to take place.

One of the most common problems of school life is avoidance of study and other academic activities. Bandt et al (1974) note that most people have a number of elaborate avoidance techniques. It is quite common for students to perform poorly not because they are incapable of doing well but because they avoid doing the job, or wait for so long to begin to the effect that they cannot finish by the deadline. Approaching a task and becoming actively involved in it are very important conditions for success in academics.

In one of the studies carried out, Savage (1972) reports that 'poor' students were as intelligent as 'good' ones and had as good academic ability. They did less well due to difficulties in reading and note-taking, poorer concentration, and less intelligent balance between the allocation of study and social time. This means that the major problem with the 'poor' students is not their academic or social background but their poor attitude to study. Good concentration is the first approach to successful study.

Ozigi (1981), outlines the major factors that influence study behaviour as: innate ability and intelligence, motivation and discipline, curriculum and choice of course, the language problem, equipment, the teacher, the home, the health of the student, work and study habit.

2.5 Effective Study Skills:

Acquisition of some basic study skills is an important prerequisite for success in academics. This view was supported by Freeman (1982:5) when he asserts that successful students normally have well-designed plans and time tables. He defines a plan

in this case as an overall view of the course of study covering a term or a year. He further suggests the following steps as study plan for the benefit of students: Plan the week's study ahead plan a study session for each of 5 or 6 days a week sessions should be from 1 - 3 hours have a definite break every hour avoid late hours plan recreation and relaxation into your time-table.

In line with Freeman's suggestion, Bandt et al (1974) suggest building a weekly time-table, preparing a daily worksheet and establishing a daily study schedule which should be strictly followed. This will eventually promote self discipline in managing study time leading to good academic performance.

Similarly, Wahua (1982) believes that a study plan should include all the hours from 6.am to 11.am for all the days in the week. According to him, periods for the various subjects should be marked including those of meals, rest or recreation, and various subjects for each day should be fixed. In this way any other hours left could be used for studying. It should be noted that following a set plan for study require discipline on the part of the student since any lost hour can scarcely be regained.

Shepherd (1982) observes that college is more likely to be a satisfying experience for a student who is well organised than it is likely to be for anyone who does not plan his work. According to him, a student must be well-organised before he can achieve his worthwhile goals and even spare some time for other extra-curricula activities. This implies therefore, that if a students is not properly organised, he will not even have enough time for his academic work, talkless of other activities.

Contributing to the discussion on effective study skills, Mongomery (1982) stresses that it is in the first four weeks of the first term in school that a student should lay the foundation for his academic success. He observes further that as the weeks go by it is important for the student to continue to build on those foundations. It is a fact that the more you are prepared for things in life, the greater your confidence in carrying them out.

Casey (1985:50), has rightly advanced that if a student does not manage his work-load in a pre-planned and structured way, a number of things including the following statements often made by such students will be true of him:

> 'I sit and gaze at books for hours, but
> I get very little done' 'I can't get the balance right;
> I find any excuse to put it off.
> 'It's difficult to cope with all the reading
> I'm supposed to do, concentration is my problem;
> 'I can't settle for anything for long!
> 'There doesn't seem to be enough time;
> 'I just can't meet the deadlines; the work keeps pilling up;

This researcher however feels that if a student adopts and maintains a planned approach to study, he will keep on top of his work, meet his deadlines and still have more time left for relaxation and other activities.

Biao (1985), has in a study reported that majority of young and adult learners possess poor study skills, and that length of time on study programme is a moderating factor in the acquisition of good study skills. This means that the longer the course of study the more the students get to acquire better study skills and become more efficient in their studies.

Akinboye (1980) in his opinion states that a student who must study effectively must set a goal for his study. According to him, the student has to confront himself with the gains he intends to derive from studying. This will in turn serve as a motivation and encouragement to him. This observation implies that goal- setting in studies is an important strategy for efficient study and success in academics.

Writing on reading as an aspect of effective study skills, Freeman (1970:36) provides an outline of types of reading such as;-

1. Scanning
2. Skimming
3. Reading to study
4. Light reading, and
5. Reading word by word.

He states furthermore that:

To study efficiently you must learn to vary your reading speed to suit both the material in front of you and your reason for reading that material. You must first aim at mastering each type of reading in your studies and in leisure reading.

By developing the ability to flick from one method of reading to another, you will vastly increase your efficiency. You will be able to search for specific items by scanning, to quickly assess a passage by skimming, to analyse and master a passage by studious reading. Nor should your higher reading be neglected. Here too you can increase your efficiency by learning to read light or familiar material at a much faster speed than your present reading.

The above opinion indicates that reading is an essentialpart of studying, indeed, the first step to an effective study is reading which introduces the reader to the material or topic to be studied.

Discussing the purpose of note taking as good study method, Ozigi (1981:65) rightly observes that notes are a vital part of the learning process and helps one to be an active learner by forcing him to pay attention to what he reads and hears It also minimises wandering thoughts while reading. further more, notes helps one's memory and understanding, as the reader takes notes, he is likely to understand and remember better even when the material has been discarded. Notes also help the learner to revise and review his work in preparation for tests and examinations.

This implies that an active method of note-taking will promote learning and concentration far better than just passive listening, reading and thinking.

2.6 Study Approaches

Students adopt different approaches to their academic tasks, and these different approaches often manifest in their performances. This point was further stressed by Kolo (1996) when he identified two main approaches to study such as surface or passive approach and deep or active approach. According to him, the deep or active approach to study is an orientation geared towards the development of a personal understanding of the material being studied while the surface or passive approach is a lazy man's style since its main focus is to reproduce the material as given. He further observes that this later approach involves an intention to simply satisfy the perceived requirements of the teacher during an examination or the specific task.

Referring to Csikszentinihalyi's (1990) study on study approaches, Kolo (1997), maintains that a person who adopts an active approach to any task, unlike the person with a passive approach has:

(i) all of their minds and bodies completely involved in what they are doing.

(ii) a very deep concentration

(iii) knowledge of what they want to do.

(iv) knowledge of how well they ar doing,

(v) no worry about failure

(vi) no concern about time passing quickly

(vii) No concern about the worries that characterize so much of daily life.

These characteristics indicate that an active approach to study involves the whole person-his mind, body and spirit, it is a total commitment to the course of study. When a student is actively involved in studying therefore, his attention is fully concentrated on it and this brings better understanding and academic success.

2.7 Time Management

Time Management is an essential component of the study skills training. Time is a scarce resource which has to be properly managed. Commenting on this subject, Buckminster (1966:29,30), gives an account of his first 70 years of life as follows:-

> In 70 years there are approximately 600,000 hours, of these, 200,000 are slept away. Another 100,000 are consumed by life-sustaining processes such as eating and drinking. Additional 200,000 hours go into routine work prescribed, imposed, or induced by other people such as being educated, earning a living, paying taxes, obtaining licenses,answering telephones and questionnaires. Of the remaining 100,000 hours, 60,000 have been used in getting from here to there, and that has left me a bonus of 40,000 hours of six and two-third percent of my life to invest at compound interest in whatever way I have wished.

Even though people differ significantly in their ways of doing things, the above analysis at least provides a fairly useful picture of time management. It shows that we can effectively plan our time if we want.

Harris (1969) in a study reports a correlation of 0.32 between the time spent in study and the grades achieved. It can therefore be safely concluded that the more time spent in studying the greater the chances of success in academics.

In their opinion Bandt etal (1974) assert that some people spend most of their lives remembering and relieving the events of the past, others become equally involved in projecting what they hope or fear will happen in the future. according to them, whereas there is a place for past memories and future anticipations, students who really thrive in schools devote most of their time and energy to the opportunities that are available in the present, this eventually prepares the way for the future.

Students who adopt active study method overcome the temptation to day-dream and wander in thought which leads to poor academic performances. also commenting on the need for effective time management among students, Band et al (1974) hold the view that for individuals in schools the major time problem seems to be that they have large amount of unstructured time and lack the skill for managinging it. Since they had not done it before, they are likely to be caught off-guard by the discovery that they are substantially behind in their work. Effective time management therefore requires some skills and counsellors in schools can assist in imparting these skills to their clients.

Sharing the opinion of Bandt et al (1974), Abdullahi (1992) observes that time spent on study is a fairly useful index of motivation for study, and that the more

motivated students do not only spend more time on studies but study more effectively. This observation is in line with Harris' (1969) study on the time spent on study and the grades achieved which according to the findings, were favourably correlated.

Planning of study time is a pointer to academic success, for it gives the impression that the student knows what he wants and how to get at it. Stressing this view, O'neil (1995) states that good management of time is an indication of the mastery over study skills which further leads to success in schools. That is why students need exposure to the techniques of time management to enhance their performance.

2.8 Effects of Study Aims, Study Approaches and Time Management on Academic Performance of Students.

Whatever objectives one might have for studying, the approaches adopted and the way the study time is utilized, will often affect his academic performances either negatively or positively. Many scholars have expressed their views on this issue.

For instance, Bandt et al (1974) stated that if a student has learned to assess his course demands accurately, work skillfully with written and classroom material and planned his time well, he should have little or no difficulties at all performing well in examinations. This means that proper planning of study schedules places the student at an advantage position where he may not longer entertain any fear of examinations, as situation that has dragged several students into examination malpractice in the past. Preparing a head of an event puts one in a better position to handle that event successfully when it comes.

Akinboye (1980) opines that majority of students who get poor grades in examinations could do better if only they could settle to study. He further maintains that

studying is hard work which many students tend to avoid and it is this avoidance that leads to poor performance. Study can be interesting if it is purposefully done, and this can also produce fruitful result.

Also discussing the effect of a passive approach to study on students' academic achievement, Ozigi (1981) observes that a lazy student who is naturally intelligent but not ready to exert himself sufficiently may not be as successful as the student who is less gifted but ready to work and exert himself to the utmost in order to achieve his ambition. This implies therefore, that the key to academic success is discipline, hardwork, and an intelligent and systematic approach to the task before the individual, all of which are attributes of an active study approach.

Furthermore, Wahua (1982) states that any student whose aim in studying is to make top grades so as to take on a good job later in life, such a student should be prepared to make sacrifices of certain pleasures and hours of life to obtain what he wants. That is to say students who study with definite aims in mind show more commitments to their studies which eventually leads to better academic performances.

In like manner, Casey (1985) contends that unless a student is outstandingly gifted, half-hearted effort in study will only bring mediocre results because the final grades depend largely on extensive sequence of decisions and choices made by the student during the study period. This boils down to the fact that an aimless and passive attitude to study cannot produce a worth while result since nothing good comes easy and studying is known to be a difficult task which therefore needs a courageous approach.

Azonabor's (1997) study reports that more importance is being attached to study aims by female folks, a situation which according to her could increase the tendency of their academic improvement and reduce the high rate of poor performances of females over males in examinations. In essence, female students were becoming more conscious of their study aims which will eventually enhance their academic performances in schools.

One of the problems students face in their studies is lack of appropriate guidance. This view is supported by Wankowski (1979) when he observes that students often feel that they have 'blockage' in some aspects of their studies. According to him, it is important for them to feel that they have someone with whom they can talk those problems through other than their class teachers. The school counsellor is usually the appropriate person with whom they can be more relaxed and opened to discuss their problems.

Similarly, Akinboye (1980) comments that many students do not study efficiently because they lack the capacity to persist in studying. He maintains that it is therefore important for the student to increase his awareness about the steps to take to acquire adequate courage to face the study assignment. This implies the need for Counsellors who can assist the students summon enough courage to face their studies so they can achieve their academic goals.

In the same vein, Kolo (1996) Opines that Counsellors can assist students to study more effectively if they (the Counsellors) can teach lessons on study skills. such lessons, he maintains, should teach students to understand the aims and approaches which can be

active or passive and how to manage their study time. The teaching of such lessons will indeed enhance better academic performances of students.

Many other studies have been carried out which provide important catalogue on study skills. The aspect of study skills so far studied and which have proved useful to learners include avoidance of noise during study periods (Zentall and Shaw 1980), effective learning time management (Karweit and Slavin 1982), appropriate review of lesson notes and other examination related materials (Barnett, Diversta and Rogozinski 1981), the use of unfamiliar style of studying and preparing for examinations (Annis and Davis, 1978). Others include a minimum of a daily 5 hours study period (Keith 1982, Gettinger and White 1979), a fine art of note-taking (Peper and Meyer 1986, Einstein, Moris and Smith 1985), Specific styles of approaching examination questions or papers (Gettinger 1985).

These areas already covered can be effectively used by counsellors to assist students at different levels of learning in their study efforts.

2.9. Summary

In this chapter, an attempt has been made to examine the aims of studying. The chapter begins with an introduction which briefly discusses the meaning and aims of education. It further looks at materials on purposes of studying such as self-improvement, fulfillment of expectations and aspirations of parents, friends and other members of the society.

The second part of the chapter reviewed literatures on factors that influence study behaviors. Such factors as motivation and interest, teaching style of the teacher, the

environment under which study takes place and learner attitudes.

Finally, the chapter examined materials written on effective study skills. Here various views were surveyed including the need to plan one's daily, weekly and monthly schedules. Furthermore, it has been noted that to study efficiently, the learner has to vary his reading speed according to the type of material being studied and the purpose. The last part of the review deals with the aspect of time management. Students need some basic orientations on time management and other aspects of study skills to enhance their academic performance and this can be done through counselling interactions either on person to person basis or in group and on regular basis.

CHAPTER 3

RESEARCH PROCEDURE

3.1 Introduction

In this chapter, attempts have been made to explain the procedures involved in carrying out the study such as the population, the sample size and sampling technique, the instrument used in data collection and the statistical methods employed to analyse the data.

3.2 Research Design

Research design has been described by Kerlinger (1973) as the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variables. It includes how the research objectives would be reached and how the problems encountered would be tackled.

In this study the design is descriptive survey. According to Babbie (1973) this design aims at describing, explaining and exploring a phenomenon. In the same vein this study aims at describing and explaining the effects of study aims, study approaches and time management on the academic performances of students in College of Education Jalingo. Furthermore, Afolabi (1993) observed that a descriptive design involves gathering of data about a target population from a sample whose findings could be generalised to the entire population. In this case, the findings of the study would be generalized to the entire population of students in the College.

3.3 Population

The population for this study comprised all the students of College of Education Jalingo, from Pre-N.C.E. to N.C.E. III The following table shows the students'

population in College of Education, Jalingo.

Table 3.1 Population of Students in College of Education Jalingo.

LEVELS OF STUDENTS	MALES	FEMALES	TOTAL
Pre-NCE	148	75	223
NCE I	349	161	510
NCE II	356	102	458
NCE III	299	57	356
TOTAL	1,152	395	1,547

The above table shows that the total population of students in the College was 1,547 including 1,152 males and 395 females.

3.4 Sample Size and Sampling Technique

Thirty Percent (30%) of the population was chosen as the sample size from the total population of the students. The researcher opted for this number because according to Roscoe (1969), in a multivariable research (Such as this one) the Sample size should be several times as large as the number of variables in the study, and that in most behavioral studies, the sample size of thirty percent (30%) or more usually ensures the benefits of the central limit theorem. This sample therefore makes for a good representation of the entire population. Furthermore, Shuaibu (1997) observed that the most ideal sample size is the entire population. However, since the researcher would not consider using the total population due to obvious limitations such as time constrain, finance and administrative difficulties involved in handling larger samples, the researcher therefore chose thirty percent (30%) which is representative enough for the population.

For this reason therefore, four hundred and sixty four students (464) were randomly selected. This comprised three hundred and forty-five males (345) and one hundred and nineteen females (119). Details of the sample from each stratum is presented on table 3.2

Table 3.2 Population and Sample size per level

LEVELS	POPULATION	MALE	FEMALES	SAMPLES SIZE	PERCENTAGE
PRE-NCE	223	44	23	67	14
NCE I	510	105	48	153	33
NCE II	458	106	31	137	30
NCE III	356	90	17	107	23
TOTAL	1547	345	119	464	100

3.5 Sampling Procedure

Two types of sampling procedures were used to draw the sample for the study. These include proportional Sampling which involves selecting Units at random from each stratum (level) in proportion to the actual size of the population, and the simple random sampling technique in which each member of the population has an equal chance of being selected to represent the population. This technique was used to select the respondents in each of the levels of the students. The method requires that the exact size of the population is known. A table of random numbers was used to select the subjects for the study. Two sampling procedures are used because of the different levels involved.

3.6.1 Instrumentation

One set of instrument the Self Assessment Study Inventory (SASI), was used as

the data gathering device. The use of this instrument was necessitated by the type of research design which is survey-related and so required the collection of data from a large sample to ensure adequate representation of the entire population.

The instrument comprised four sections - A, B, C and D. Section A covers items on personal data of the respondents, Section B made up of ten (10) items covers the aspect on study aims, Section C also contains ten (10) items dealing with study approaches while Section D made up of fifteen (15) items covers the aspect of study time Management. Furthermore, while sections B and C are organised according to Likert's rating scale, Section D contains items requiring Yes or No responses. The items would determine the direction of research subjects' opinion about the problem.

3.6.2 **Scoring of the Instrument**

Sections B and C of the instrument are in five-point Likert's rating scale while section D comprised Yes or No type of responses. The Yes responses were scored one (1) while the No responses were scored Zero (0) since a No answer may not attract any numerical value as such.

3.6.3 **Pilot Testing of the Instrument**

The instrument for this study was developed and validated by experts in the Faculty of Education A.B.U. Zaria in addition, a pilot test was carried out using students of Federal College of Education Zaria which is a similar institution to the one used in the actual study. One hundred students comprising Pre-NCE, NCE I and NCE III responded to the items. NCE II students were however on teaching practice during the exercise. At the end of the exercise, four copies of the instrument were rendered invalid

due to improper completion while the results of ninety six (96) were computed. In the course of computing the reliability coefficient of the instrument, some of the items were rated very low and so had to be replaced while others were amended. The result of Kuder Richard-Son's coefficient of reliability KR-21 shows that the instrument was satisfactory. Thus, K-R 21=0.56 at Alpha=0.05 and df=95.

3.7 Procedure for Data Collection

During the process of administering the instrument, the researcher was personally involved and was assisted by some colleagues who are lecturers in the college. The students were made to understand the purpose of the exercise and were also assured of the confidentiality of the information they would provide. The respondents were then given enough time to complete the instrument after due clarifications had been made. The completed instruments were collected back by the researcher.

3.8 Exammination Scores

Examiniation scores of students in the first semester 1996/97 session in various courses in education were collected and computed. Thus at the Pre-NCE level, the results of English comprehension and summary as well as those of Oral English were computed for this exercise. At NCE I level, results of EDU 111 and 113 were collected and computed. For NCE II, the results of EDU 211 and 212 were used while the results of EDU 311, 312 and 313 were collected and computed for NCE III. These results formed the basis for ascertaining the cademic performance of the students.

3.9 Data Analysis

The data collected were analysed using three statistical methods.

(i) t-test: This was used where there were two variables to be compared such as in hypotheses IV and V where the study approaches of male and female students were compared and those of Arts and Science students on the other hand.

(ii) ANOVA: One-way Analysis of variance was used where there were more than two groups to be compared with a sample size large enough to warrant its use. This situations occurred in Hypotheses II and VI where the study approaches of four levels of the students-pre-NCE to NCE III were compared, and time management of the four levels of the students were also compared

(iii) Spearman Rank Order correlation: This was employed here inorder to determine the relationships that existed between the variables such as the study aims of the students as it relate to their academic performances in hypothesis I, the relationship between time management and academic performances of the students in hypothesis III as well as relationship between the study approaches of the students and their academic perofrmances in hypothesis VII.

In addition, descriptive statistics of means and standard deviations were employed in all of the other methods earlier pointed out. All the hypotheses were tested at 0.05 level of significance.

3.9 Limitations of the Study

This study has a number of limitations. The sample is delimited to students of college of education Jalingo alone. This means therefore that its results might not be generalised to students of other similar colleges. However, the findings would provide useful ideas on study aims of students, their approaches to study and how they utilize

their study time.

Secondly, although the researcher distributed four hundred and sixty-four (464) copies of the questionnaire, he was able to collect back four hundred and fifty-two (452) copies. This shortfall could have also affected the findings in one way or the other. However, the shortfall could have been too negligible to have significantly affected the findings.

Another limitation which could affect the results of the study is the instrument used for data collection. The instrument was centred on the study aims, study approaches and time management of students and so the aspect that deal with the effects of these variables on academic performance was not covered. Also factors that influence study behaviors such as motivation and interest as well as the study environment were not covered by the instrument, further more, lack of sincerity on the part of the subjects in responding to the instrument constituted another limitation. These limitations not withstanding, the findings of the study are valid for the subjects studied.

3.10 Summary

This chapter has examined the procedures involved in the study and has formally presented the research design which is descriptive survey, and the population of the study which comprised all students of College of Education Jalingo made up of one thousand one hundred and fifty-two (1,152) males and three hundred and ninety-five (395) females with a sample size of four hundred and sixty-four (464). The procedure for selecting the sampled respondents has been described while the instrument for data collection was also discussed. This was a set of questionaire made up of four Sections A to D, covering

the three main aspects to the study. The instrument was developed, validated and Pilot-tested. Data collected has been analysed using the t-test, ANOVA and Spearman Rank order correlation.

CHAPTER 4

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the description of the analysis of the data, the results of the analysis and discussion of findings. The six well hypotheses were tested using the t-test, Analysis of variance (ANOVA) and Spearman Ranked order correlation. After testing the hypotheses, the results and discussion of the findings were then presented. A significance level of 0.05 was used as the basis for rejecting or retaining the well hypotheses. the Chapter ends with a brief summary.

4.2 Hypothesis Testing

Seven hypotheses were formulated and tested in the study. The hypotheses were based on study aims of the students, study approaches of the various levels of the students (Pre-NCE to NCE, III), time management of the students, study approaches of male and female students and the study approaches of Arts and Science based students. The formulation of the hypotheses also reflect the four sections of the instrument-self Assessment study Inventory (SASI). The statistical method used in testing the hypotheses include; The Spearman Brown Ranked order correlation, the t-test and Analysis of Variance (ANOVA).

4.2. HYPOTHESIS I: This hypothesis states that there is no significant relationship between the scores of students on study aims and their academic performance.

To test this hypothesis, the scores of the respondents on study aims were correlated with their scores on academic performance using the spearman Brown Ranked order correlation. A computed Value ($r = -0.3013$) was found to be significant at Alpha =

0.05 with df=451. Thus the null hypothesis is hereby rejected. Hence there is a significant but converse relationship (negative correlation) between the scores of students on study aims and their academic performance.

4.2 HYPOTHESIS II: This hypothesis states that there is no significant difference in the study approaches scores of pre-NCE, NCE I, II and III students.

To test the hypothesis, the scores of the respondents on study approaches for each level were compared using the one-way Analysis of Varience (ANOVA). A computed F - Value of 1.23 was found not significant at Alpha = 0.05 with df1,=3,df2 = 449.

Table 4.2 Summary of One-Way Analysis of Variance for hypothesis II on Study approaches of students.

Source of Variance	DF	SS	MS	F	P-VALUE
Between Group	3	96.69	32.23	1.23	0.3004 **
Within group	449	11549.46	26.13		
Total	452	11646.15			

** Not significant P>0.05

The above table shows that the F ratio is 1.23 P-Value = 0.05. Thus, the null hypothesis is hereby retained. Hence there is no significant difference in the study approaches scores of the students of Pre-NCE, NCE I, II and III.

4.2 HYPOTHESIS III. The hypothesis states that there is no significant relationship between the time management scores of the students and their academic performance. To test this hypothesis, the time management scores of the respondents were correlated with their scores on academic performance using Spearman Brown Ranked order correlation.

A computed Value (r= - 0.2063) was found to be significant at Alpha = 0.05 with df=451. Thus, the null hypothesis is hereby rejected. Hence, there is a significant but converse relationship between the time management scores of the students and their academic performance.

4.2 HYPOTHESIS IV: There is no significant difference between male and female students approach to study.

To test this hypothesis the scores of respondents-male and female on study approaches were compared using the t-test statistic. A computed T-value of-0.36 was found not significant at Alpha=0.05 with df=450.

Table 4.2 Analysis of responses of male and female students on study approaches.

Variable	N	X	SD	t-value	DF	P-value
Male	336	33.98	6.176	-0.36	450	0.7169 **
Female	116	34.40	5.395			

** Not significant P> 0.05

From table 4.2 above, the result indicates that no significant difference exists between the male and female respondents in their study approaches. The mill hypothesis is therefore retained. The male students had a mean score of 33.98 while the female had a mean score of 34.40 with a t-value of -0.36. This means that male and female students adopt similar approaches to study.

4.2 HYPOTHESIS V: There is no significant difference between the study approaches of Arts and Science based students.

To test the above hypothesis, the scores of respondents-Arts and Science based

students on study approaches were compared using the t-test statistic. A computed T-value of 0.52 was found not significant at alpha=0.05 with df=450.

Table 4.2 Analysis of Arts and Science based respondents on their study approaches.

Variable N	X	SD	t-value	DF	P-value
Arts 260	33.44	5.092	0.52	450	0.6096 **
Science 192	32.86	5.997			

** Not significant. P> 0.05

The above table 4.2.5 shows that no significant difference exists between Arts and Science based respondents in their study approaches scores. Thus the null hypothesis is hereby retained. The table reveals that the Arts students had a mean score of 33.44 while Science students had a mean score of 32.86 with a t-value of 0.52. Here too the result indicates that the study approaches adopted by both Arts and Science students do not differ significantly.

4.2 . HYPOTHESIS VI: There is no significant difference between the time management scores of Pre-NCE, NCE I,II and NCE III students.

This last hypothesis was tested using one-way Analysis of variance (ANOVA). This is because there are three variables involved,thus the study time management of each level of the students - Pre-NCE, NCE I, II, and III were compared. A computed value of F=1.85 was found not significant at alpha=0.05 with df1=3, df2=449.

This finding is in line with Ozigi's (1981) observation that students study either to pass their terminal, sessional or final examination or to be qualified at the end of the course. He stated further that they also study to improve their career prospects which also result in improving their lot in life and in fulfilling the aspirations and expectations of their parents and the wider society. This therefore implies that a pssive study aim is a motivating factor for studying, and such aim can make an individual pass but incapable of understanding the material studied. The finding is also in line with an earlier assumption by this researcher that students' aims of studying often affect their academic performances. Appendix 2 on the distribution of respondents according to active and passive study aims shows higher mean score of 5.00 for respondents who adopt active study aims as against the mean score of 4.98 for tyhose who adopt passive study aims. This implies therefore that majority of the respondents claimed to adopt active study aims in their studies whereas in the practical sense their aims for studying may be passive.

The second hypothesis sought to determine whether there is a significant difference in the study approaches of the four levels of the students, (Pre-NCE to NCE III). It was found that no significant difference existed in the study approaches of the students. That is to say students at all the levels adopt similar study approach which is active approach as indicated in appendix 3 on distribution of respondents according to active and passive study approaches. A higher mean score of 5.01 was recorded on active study approach as against 4.98 on pasive study approach.

The possible explanation for this finding as shown in the retention of the null hypothesis could be that the subjects have been exposed to some form of study skills

approaches shows that the students use active study approach. This is because the times on active study method has higher mean score of 5.01 as against 4.98 for items on passive study approach.

The fifth null hypothesis sought to test for significant difference between the study approaches of Arts and Science based students. The result showed that no significant difference existed in the study approaches of respondents in the two subject areas. Table 4.2.5 showed that Arts students had a mean score of 33.44 while science students had a mean score of 32.86 with a t-value of 0.52. This means that students in the two subject areas adopt similar approach to study, and going by the analysis on appendix 3, they adopt the active mehod of studying in their academic tasks. The result showed that the students have clearly defined goals for their studies and therefore adopt active study method in order to achieve their goals. This could mean that the level of motivation amongst students of the two subject areas are the same.

The sixth null hypothesis sought to test for the difference between the study time management of the four levels of the students (Pre-NCE to NCE III). the one-way Analysis of variance was used as the statistical tool since four groups were involved. The result showed that no significant difference existed. This means that the students' attitude to time management was the same irrespective of their levels. The result was presented on table 4.2.6. the null hypothesis was rejected. This could account for one of the reasons why cases of examination malpractices in the College often cut across all the levels of students. Appendix 4 on distribution of respondents according to measurement on time management however showed that the students have proper

attitudes to time management. For instance, most students indicated that they have established study schedules, thus, 382 out of 452 representing 84.51% responded 'Yes' to the question that sought to find out if they have established study schedules. In addition, 356 representing 78.76% indicated that they do enough reading at any time they go for studies, while 371 (82.08% responded that they have determined the best time to study always.

This result also contradicts Biao's (1995) study which observed that length of time on study programme is a moderating factor in the acquisition of good study skills.

The last null hypothesis sought to test the significant relationship between the study approaches of the students and their academic performances. The Spearman Ranked order correlation coefficient was used. the result showed that a significant but inverse relationship existed between the study approaches of the students and their academic performances. This result could be attributed to the fact that students who really want to understand spend more time in studies but may not do better as such. In addition, sometimes despite adequate planning and preparations, anxiety could still set in during examinations or tests which could result in poor performance.

4.4 Summary

In this chapter, the analysis of data, results as well as discussion of the findings were presented. some of the results showed that a significant but inverse relationship existed between the study aims of the students and their academic performances, no significant difference existed in the study approaches of the four levels of the students, a significant but inverse relationship also existed between the time management mean

score of the students and their academic performance. The statistical techniques employed in the analysis of data include t-test, Analysis of variance and Specarman Ranked order correlation coefficient. Testing of the null hypotheses were presented in tables 4.2.2, 4.2.4,4.2.5 and 4.2.6. Discussions arising from the analysed data were made on the basis of the seven hypotheses formulated and tested in the study.

The next chapter deal with summary of major findings, conclusion and recommendations.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction.

In this chapter of the summary of the major findings. Conclusion drawn from the entire study is also presented in the chapter followed by some recommendations emanating from the findings of the study.

5.2 Summary

The study focuses on the study aims, study approaches and time management of students in College of education Jalingo. It is based on the assumption that students' aims of studying often affect their academic performance of students in the College of Education academic performances. One of the objectives of the study was to find out whether there is any relationship between the study aims of the students and their academic performance.

A review of literature related to the problem was carried out under the headings-factors that influence study behaviors, such as motivation and interest, the environment learner attitude, time management, effective study skills and study approaches. seven null hypotheses were generated and tested at 0.05 significance level. Instrument used for data collection was self-Assessment study inventory developed by Kolo (1997). T-test, one-way Analysis of variance and Spearman Ranked order correlation coefficient were used as statistical tools for data analyses. Hypotheses 1,3 and 7 were rejected while hypotheses 2,4,5 and 6 were retained. Some of the major findings indicated that students at all levels adopt similar approaches to study (active approaches) male and female students do not differ in their approach to study, and that there was a significant but

inverse relationship between the study aims of the students and their academic performances. Inverse relationships also existed between the time management scores of the students and their academic performance as well as between the study approaches of students and their academic performances.

5.3 Major findings and conclusion:

The following are the major findings and conclusions arising from the study.

(i) There was a significant but inverse relationship between study aims of students and their academic performance.

(ii) The Pre-NCE, N.C.E. I, II and III students adopt active study methods.

(iii) There was a significant but inverse relationship between time management of the students and their academic performance. their time properly.

(iv) No significant difference existed in the study approaches of male and female students, they all adopt active study approach.

(v) No significant difference existed between Arts and Science based students' approach to study.

(vi) No significant difference existed in time mnagement scores of the four levels of students (Pre-NCE to NCE III).

(vii) There was a significant but inverse relationship between the study approaches of the students and their academic performance.

5.4 Conclusion

Based on the findings it can be concluded that students in college of education Jalingo, inrespective of their levels, subject background and sex differences, adopt the

same study approach (active approach).

5.5 Recommendations

Based on the findings of this study, the following recommendations are made:-

(a) A functional counselling centre need to be set up in the College where students in need of assistance in the aspect of goal setting in their studies to be given such assistance in order to enhance their academic performance.

(b) Even though the results indicated that the students adopt active approach to study, more still needs to be done to improve their study skills. Counselling services should therefore include teaching sessions on study skills which should involve students in all the four levels (Pre-NCE to NCE III).

(c) The College authority should initiate a programme whereby students who excel in their stubject areas are rewarded as this will further encourage active studying and competition amongst students.

(d) The annual orientation exercise for fresh students in the College should feature among others, teaching sessions on study skills to be given by trained counsellors as students have a lot to gain from such programmes.

(e) The Students' Handbook produced by the College should be up dated with a chapter on how to study effectively. these recommendations if implemented will improve the study skills of the students and raise their academic standards.

5.6 Suggestions for further Research.

(a) Since this study was confined to College of Education Jalingo, the researcher suggests that a comparative study of two similar institutions be conducted to

determine whether there are similarities or differences in students' study aims, approaches and time management.

(b) A study may also be conducted to find out whether students who received instructions on study skills perform better academically than those who do not receive such instructions.

5.7 Summary

In this chapter, attempts have been made to summarise the major findings of the study with its conclusions and recommendations based on the findings. the summary of the entire work has also been presented in the Chapter. As part of the findings it was dicovered that students in the College adopt similar study approaches. It was recommended among other things that a functional counselling centre be set up in the College to assist students in the aspect of study skills development. Suggestions for further research was also made.

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APPENDIX I

SELF-ASSESSMENT STUDY INVENTORY (SASI)

TOPIC: THE EFFECTS OF STUDY AIMS, APPROACHES AND TIME MANAGEMENT ON ACADEMIC PERFORMANCE OF STUDENTS IN COLLEGE OF EDUCATION, JALINGO.

Dear Respondents,

The researcher is a Postgraduate student in the Faculty of Education A.B.U., Zaria. He is conducting a research on the above topic with view to finding out reasons why students study, how they study and manage their study time, and the effects on their academic performances so as to offer appropriate suggestions on more effective and efficient study skills.

The researcher is therefore soliciting for your cooperation and assistance in responding honestly and carefully to the items in the questionnaire.

Thanks for your cooperation.

Yours faithfully,

DANIEL B. IDOFI.

SECTION A. PERSONAL INFORMATION

1. Name and Reg. No.....
2. School .....
3. Subject Combination.....
4. Level:.....
5. Sex .....
6. Age:.....
7. Marital Status:.....

SECTION B: STUDY AIMS

Below are some reasons or purposes for study. Read through each and rate each reason of how important that aim, purpose or reason is to you.

1. = Not important to me.
2. = Just important to me.
3. = Of some importance to me.
4. = Important to me.
5. = Very important.

Rate the following statements by circling one out of the five numbers in front of each statement to indicate how important the following objectives of studying are to you.

1. Remember the points only.....12345
2. Understand well enough the points only 12345
3. Understand the details to help me present the facts.....12345
4. Allow me to argue my points well 12345
5. Let me discuss with enough facts 12345
6. Let me show my understanding of the subject.....12345
7. Just to pass my examinations only.....12345
8. Show my parents that I am working hard 12345
9. Just to impress others that I am a serious student.....12345
10 Just to spend the time planned for studying.....12345

SECTION C: STUDY APPROACH

Below are some statements that show different ways to studying. Read them carefully and circle one number to show how true the statement is of you always. There is no right or wrong answers. Yours answer will only show the way you study so be honest with yourself.

1. Not true of me at all.
2. True of me sometimes.
3. True of me occasionally.
4. True of me always.
5. Very true of me.

1. I always want to recall the facts from my Studies 12345
2. I always want to understand what I am studying..... 12345
3. I am interested in knowing the facts or ideas stated in the books. 12345
4. In my study, I walsy want to know the reason behind each point I come across:..... 12345
5. I always study when it is time for examination or tests only 12345
6. I always try to relate what I study now with what had earlier been studies in the subject..... 12345
7. I do not think about the reason for my studying at any time 12345
8. I always relate ideas in my study to each other 12345
9. I only memorize points when I am studying 12345
10. I always examine the arguments put forward for any point in my study. 12345

SECTION D: STUDY TIME MANAGEMENT

	YES	NO
1. Have you established a regular study schedule?		
2. If no, should you have regular study schedule?		
3. Have you determined the best place to study always?		

4. Do you waste time when you got to study most of the time?

5. Is your study table or desk always crowded?

6. Are you doing enough reading at any given time you go for study?

7. Have you determined the best time to study always?

8. Do you decide how much time to spend on a particular subject or topic most of the time you go for study?

9. Do you keep to that time always?

10. Do you always have something to do with extra study time?

11. Do you spend more of your study time in watching T.V. or Video than actual studying?

12. Do what others do worry you to terms of studies?

13. Do you check on how much you have learnt in your study always?

14. Are you doing enough study daily?

15. Do you evaluate the time spent on studying and what you gain from study frequently?

SUMMARY

B	SECTION	SCORES
C		
D		

APPENDIX 3: DISTRIBUTION OF RESPONDENTS ACCORDING TO ACTIVE AND PASSIVE STUDY APPROACHES

	NT		TS		TO		TA		VT		TOTAL	
ACTIVE STUDY APPROACHES	Freq	$\bar{X}$	Freq	$\bar{X}$	Freq	$\bar{X}$	Freq	$\bar{X}$	Freq	$\bar{X}$	Freq	$\bar{X}$
I always want to understand what I am studying	16	0.04	33	0.07	36	0.08	139	0.31	228	0.50	452	1.00
In my study, I always want to know the reason behind each point I come across	25	0.06	55	0.12	56	0.12	128	0.28	188	0.42	452	1.00
I always try to relate what I study now with what had earlier been studied in the subject	42	0.09	60	0.13	112	0.25	117	0.26	121	0.27	452	1.00
I always relate ideas in my study to each other	34	0.08	76	0.17	75	0.17	133	0.29	134	0.30	452	1.00
I always examine the arguments put forward for any point may study	46	0.10	55	0.12	80	0.18	123	0.27	148	0.33	452	1.00
PASSIVE STUDY APPROACHES											2260	5.01
I always want to recall the fact from my studies	23	0.05	67	0.15	40	0.09	148	0.33	174	0.38	452	1.00
I am interested in knowing the fact or ideas stated in the books	27	0.06	47	0.10	61	0.13	151	0.33	166	0.07	452	0.99
I always study when it is time for examinations or test only	247	0.55	51	0.11	52	0.12	46	0.10	56	0.12	452	1.00
I do not think about the reason for my studying at any time	298	0.62	51	0.11	51	0.11	41	0.09	31	0.07	452	1.00
I only memorise point when I am studying	97	0.21	69	0.15	70	0.15	90	0.20	126	0.28	452	0.99
											2260	4.98

KEY: NT=1 (Not true of me at all) TS=2 (True of me sometimes) TO=3 (True of me occasionally) TA=4 (True of me always VT=5 (Very True of me)

APPENDIX 4: DISTRIBUTION OF RESPONDENTS ACCCORDING TO MEASUREMENT ON STUDY TIME MANAGEMENT

		YES		NO		TOTAL	
S/N	Items	Freq	%	Freq	%	Freq	%
1	Have you established a regular study scheddule?	382	84.51	70	15.49	452	100
2	If not, should you have a regular study schedule?	339	75.00	113	25.00	452	100
3	Have you determined the best place to study always ?	330	73.01	122	26.99	452	100
4	Do you waste time when you go to study most of the time ?	153	33.85	299	66.15	452	100
5	Is your study table or desk always crowded ?	161	35.62	291	64.38	452	100
6	Are you doing enough reading at any given time you go for study ?	356	78.76	96	21.24	452	100
7	Have you determined the best time to study always ?	371	82.08	81	17.92	452	100
8	Do you decide how much time to spend on a particular subject or topic most of the time you go for study?	327	72.35	125	27.65	452	100
9	Do you keep to that time always?	276	61.06	176	38.93	452	100
10	Do you always have something to do with extra study time?	296	65.49	156	34.51	452	100
11	Do you spend more of your study time watching TV or Video than actual studying?	84	18.58	368	81.42	452	100
12	Do what others do worry you to tems of studies ?	241	53.32	211	46.68	452	100
13	Do you check on how much you have learnt in your study always ?	367	81.19	85	18.81	452	100
14	Are you doing enough study daily?	318	70.35	134	29.65	452	100
15	Do you evaluate the time spent on studying and what you gain from study frequently ?	345	76.33	107	23.67	452	100

The above table eveals that majority of the respondents, 382 representing 84.51% have established regular study schedules while 356 (78.76%) also responded positively to the item that sought to find out whether they are doing enough reading at any given time they go for study. 367 (81.19%) responded that they often check on how much time they learn. As regards the item that sought to find out if the respondents waste study time watching TV or Video than actual studying, the responses were mostly No, thus 368 (81.42%).

The result as revealed in Appendix 2, 3 and 4 showed that all the respondents were inclined towards active study approach.